

THE STATE OF THE ART OF ENGLISH LANGUAGE TEACHING
IN GUÁTICA, RISARALDA

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1. RESUMEN

Este proyecto de investigación es un estudio cualitativo que reporta los hallazgos a una de las primeras fases del estado del arte de la enseñanza del inglés en el colegio público de Guática, la cual intenta, dar a conocer las percepciones del aprendizaje de la lengua inglesa por parte de alumnos de sexto a grado once con un total de 80 estudiantes que fueron tomados como muestra y las estrategias utilizadas por el profesor para guiar el proceso de aprendizaje de los estudiantes en la institución educativa Santa Ana en el municipio de Guática, Risaralda. Todo esto con el fin de dar a conocer las realidades de la enseñanza de una lengua extranjera para que contribuya al desarrollo de próximas fases investigativas.

Para la realización de este proyecto se utilizaron tres instrumentos durante la recolección de datos, los cuales fueron cuestionarios aplicados a las directivas, la coordinadora y el profesor de inglés, las entrevistas fueron hechas a dos estudiantes por grado de sexto a once y se realizaron dos observaciones una al grado sexto y una al grado noveno. El presente estudio arrojó algunos resultados donde se evidencia el uso de la lengua materna como medio de instrucción durante la clase, las actitudes de los estudiantes hacia el aprendizaje de una lengua extranjera, así como también las percepciones de las comunidades académicas hacia el conocimiento de un idioma extranjero. En términos generales, se pudo comprobar que el español aún hace parte del sistema de instrucción en las clases de inglés, a pesar de que las tendencias modernas en la enseñanza de una lengua extranjera sugieren que esta deba ser enseñada totalmente en la lengua meta. Finalmente, durante este proceso de investigación se pudo deducir la necesidad de un plan de mejoramiento para la enseñanza y el aprendizaje del inglés en el municipio de Guática.

2. ABSTRACT

This research is a qualitative study that reports the results of one of the first phases of the macro-project state of the art of teaching English in a public school in Guática, which tries to present the perceptions of the learning of English by students in sixth through eleventh grade and a total of 80 students were sampled; the strategies used by the teacher to guide the learning process of students in the Santa Ana school in the town of Guática, Risaralda. The aforementioned is to raise awareness of the realities of teaching a foreign language to help develop investigative next phases.

For this project we used three instruments for data collection, which were questionnaires applied to the directives, the coordinator and the English teacher, The interviews were conducted to two students from sixth to eleven grade and two observations were made one at the sixth grade and one to ninth grade. This study yielded some results which demonstrated the use of the mother tongue as medium of instruction during class, students' attitudes toward learning a foreign language, as well as perceptions of academic communities to knowledge of a foreign language. Overall, it was found that the Spanish still is part of the system of instruction in English classes despite modern trends in teaching a foreign language suggest that this should be taught entirely in the target language. Finally, during this research process it could be deduced the need for an improvement plan for the teaching and learning of English in the town of Guática.

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“Live as if you were to die tomorrow. Learn as if you were to live forever.”

— **Mahatma Gandhi**

4. INTRODUCTION

This study was concerned on how English was being taught in a public school in Guática, Risaralda. The major focus of this research study was to give answer to the two questions that guided this research project: Which are the approaches, methods, and techniques implemented in state School in Guatica Risaralda?, What are teachers', students' and stakeholders' perceptions towards English Language Teaching?

Through these questions it was possible to give an interpretation of the use of the foreign language, like its process and perception in classrooms. Therefore, this research is part of a project that belongs to an educational public policy called "La Ordenanza" implemented by the Ministry of Education in Risaralda in 2011, whose principal concern is improve, increase and promote a foreign language in the Department with the intention of being competent citizens in the English language.

During the research the instruments implemented for data collection were interviews, questionnaires, and observations, and through a triangulation was possible to analyze the data collected. Initially, the questionnaires were to the coordinator and teacher to know their opinions facing to bilingualism and methodology in English class. On the other hand, the interviews interpreted the students' perception about learning a foreign language. Finally, the observations reported about the learning realities like the approaches, methodologies, and strategies implemented in the classroom by the teacher, and learners' attitudes in the classroom.

After analyze all the data collected. Firstly, it was evidenced the use of the Spanish language in the English class as a mean of instruction to explain the topic, give examples, instructions and to introduce vocabulary. Secondly, the pupils' perception towards the English class was proved it was proved pupils' perception to the English class. Finally, the academic communities' perceptions towards EFL instruction were evidenced.

5. STATEMENT OF THE PROBLEM

The importance of learning a foreign language is widespread in today's world, placing a person that uses a foreign language at a higher level of social, cultural and cognitive development. This fact is made evident in *the Common European Framework of Reference for Languages (CEFRL)* which is a guideline used to describe the achievements of learners of foreign languages across Europe and, increasingly, in other countries. "The main aim of this guideline is to provide a method of learning, teaching and assessing which applies to all languages in Europe". The Council of Europe, through this document, intends to promote the interaction and communication between countries to enrich cooperation and decrease the prejudice and discrimination.

Due to the latest challenges of the English teaching field, teaching and learning a foreign language has become an issue of great significance in our country. Hence, different attempts have been made with the purpose of keeping up with these current challenges and giving response to the actual needs of the citizens. Based on the fact that English can create more competent people, who can be part of the growth, development and evolution of the country

(CEFR), Colombia has implemented a number of projects in order to achieve higher levels of English competence. Namely, the construction of the Bilingual Plan, the design of the Basic Standards of Competences of Foreign languages, the publication of La Ordenanza Policy, the implementation of training programs for both teachers and students, among others.

According to the Ministry of Education (MEN), teaching English in Colombia has evolved over the past ten years, and many people from all social status have been in the process of either learning, teaching or assessing the efficiency of the language. The Ministry of Education developed the new standards of competences based on the CEFR, and this entity also formulated the National Bilingual Program which main aim is create citizens who are capable of communicating in English, allowing them to improve their quality of life and making them more competitive in the national and international contexts.

In consideration of the goals and the programs promoted by the National Bilingual Program, the department of Risaralda created the educational public policy called “Risaralda Bilingüe” (La Ordenanza) which was formulated in 2011, by the Secretary of Education in Risaralda. This policy intends to promote the use of English as a foreign language in the region with the intention of raising a population with the appropriate competences to be part of the globalized world. More specifically, La Ordenanza proposes as its main objective to improve the teaching and learning of English in Risaralda, by presenting a project that includes a strategic plan, goals and indicators that will be the parameters to construct a bilingual region.

The aforementioned Project reports on a set of results that evidence the low performance in English of eleventh graders in the ICFES test in Risaralda. The statistics show that approximately the 45% of these students reaches an A1- level while the 1.6% of them reaches a B1 level according to the standards proposed by the CEFR. These standards present a series of increasing level for describing learners' proficiency that arrange between an A1 to a C2. Similarly, the program "Colombia Bilingüe" conveys some statistics related to the English level of language teachers in the country. Data provided in the webpage exhibit that about the 65% of the teachers are placed as basic users of the language (Pre A1, A1 and A2) according to the CEFR. The previous results are presented in order to establish the importance of conducting a project that first, sheds light on the needs in terms of English instruction and second, unfolds the actions, perceptions, and evidences of the English teaching in state Schools in Risaralda.

In view of the statistics that evidence the actual situation of both teachers and students, the government and the Secretary of Education have been training English language teachers. Some of the entities and institutions in charge of this training are Universidad Libre, Universidad Católica, Centro de Idiomas, Instituto de Lenguas Extranjeras (ILEX). In relation to the students, there is a program called Scholar Extended Time (JEEX) which provides the opportunity to the students of the non-certificated towns to be part of an English program. In 2010 there were 330 students favored from the program, in 2011 there are 2430 students already involved in the process.

This study intended to give response to the first stage of the Risaralda bilingual project which attempts to represent and describe the realities of the English teaching in public institutions, with

the purpose of establishing a reference that will contribute to the development of the next phases of the project Risaralda Bilingüe. Consequently, this study contributed to reveal, expose and report on behaviors, strategies and procedures implemented in English teaching scenarios that take place in one Public High Schools in one region in Risaralda. The importance of the present study lies in the fact that it serves as a diagnosis for further stages in the process. In other words, this study may inform readers about the actions, perceptions, roles of L1, students and teachers' roles, teaching tendencies, and techniques used in the English language teaching contexts in one region of Risaralda.

6. RESEARCH QUESTIONS

1. What are the features of English Language Teaching and Learning processes in Guática?
2. What are teachers', students' and stakeholders' perceptions towards English Language Teaching?

7. THEORETICAL FRAMEWORK

Nowadays foreign language learning has become a priority due to the influence of a globalized world; that is why, here in Colombia, the Ministry of Education (MEN) elaborated the project “Fortalecimiento de las Competencias en las Lengua Extranjeras” which intends to raise the level of quality in English teaching ; thus , attaining the certification of quality for such institutions and programs. Lastly; to locate citizens at a high level of competitiveness that brings about a better quality of life not only in Colombia, but also in other countries. Attempting to set up common indicators of what students are intended to achieve in the learning of English of Colombian schools, MEN releases the Estándares Básicos de Competencias en Lenguas Extranjeras: inglés.

Estándares Básicos de Competencias en Lenguas Extranjeras: inglés.

Responding to the Fortalecimiento de las Competencias a la Lengua Extranjera’s purpose, MEN designed a textbook that lays out standards for the teaching of English in state schools. This textbook, has as a main goal the development of the different communicative abilities involving the linguistic competence, pragmatic competence, sociolinguistic competence among others. The standards are described for each grade from 1st to higher education, specifying the level that students should reach at the end of each grade or program.

The standards Guia N° 22 seek to balance the English teaching and learning in Colombian schools. In addition, having standards offers Colombia the opportunity to reach international

levels of attainment as well as to compare and introduce international parameters into the local educational context. For the establishing of Colombian standards, The Common European Framework of Reference for Languages served as benchmark.

The Common European Framework of Reference for Languages (CEFRL)

The CEFRL is a common basis for developing plans and curricula, examinations, textbooks, etc. across Europe. This framework puts forward a set of modular and hierarchical descriptions that specify, in a comprehensive manner, the knowledge and skills that are to be developed at each level in every skill. Namely, reading, writing, listening and speaking (Jimenez, 2011).

The CEFRL is therefore of particular relevance to teachers, reviewers, authors of textbooks and teaching materials, teacher trainers and school administrators. It is expected to contribute significantly to the better reflection of the problems of interest to professional language teaching. Correspondingly, a matter of paramount importance in language teaching, due to the outcomes, relevance and appeal, and being a key factor of the carrying out of a class therefore method is necessarily presented.

Method

A method “consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers” Kumaravadivelu (1994). Drawn from Cook (1989), a method is a prescriptive concept that articulates a positivist,

progressivist, and patriarchal understanding of teaching and plays an important role in maintaining inequities between, on the one hand, predominantly male academics and, on the other, female teachers and language classrooms on the international power periphery.

Although methods have existed for many years, it is thereof that more have been consolidated or ameliorated through time. That is why Brown, Clarke, Larsen- Freeman, McArthur and Richards, J (1986) argue that there has been a series of language teaching methods over the years, each being succeeded by a better one until we reach the present, and even more relevant in the preface to his history of language teaching. Some methods or their characteristics still holds way until present, Kelly, L (1969 cited by Cook, 1989) suggests that "nobody really knows what is new or old in present- day language teaching procedures".

Some prominent methods pinpointed by Celce- Murcia are: Silent way, Community Language Learning, Total Physical Response, Suggestology, Suggestopedia or Accelerated Learning.

Prabhu, N(1990) considers that there is no such thing as the best method, it depends on who the method is for, in what circumstances, for what purpose; that is to say, the context.

There are some elements underlying and constituting a method; to illustrate: the approach, which embodies theory of the nature of language and theory of language learning; on the other side design, which concerns a syllabus model, and teacher and learner roles. It is to the former that we now turn.

Approach

Throughout decades of teaching and learning foreign languages, diverse theories have come into view as a way of conducting teachers in the field of second or foreign language teaching.

Nonetheless, language teaching and learning have been involved into different changes, thus implementing new policies in the way language is taught. Richards & Rodgers (cited by Brown, 2000) “an approach defines assumptions, beliefs, and theories about the nature of language and language learning”. However; according to Murcia (2001) facilitators are not aware of the bases and roots of language teaching; as a result they do not take into account methodological sources and current theories in the field that hopefully they could apply in language learning scenarios.

Some of these theories make part of a very general term denominated approach which along with Edward Anthony (1963; cited by Richards & Rogers, 2001) is a series of theories that serve as a basic of practices and resources for language teaching. Furthermore, there are more linguists who contribute to the definitions of approach; for instance, Harmer (2001) states that “an approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning”.

An approach then, displays specific assumptions and beliefs on language and language learning (Anthony 1963; cited in Richards and Rodgers, 1986). Wrapping up the conception of approach, Celce-Murcia (2001) puts it simply as a “theory” and names some wide known and used approaches: Grammar-translation, reading, audio-lingualism, oral-situational, direct, and

communicative. In addition, an approach is based on premises about theory of language, and the nature of language learning. Both concepts are deemed important for further illustration.

Theory of language

In this part will be mentioned some aspects of the theory of language which involves some approaches and methods of language teaching. According to Edward Anthony (1963; cited by Richards & Rogers, 2001) the most important one is the structural view; this is a series of elements integrated in a system which allows creating meaning. This system is generally integrated by elements such as phonological units, grammatical units, grammatical operations, and lexical items. The second is the functional view which is more focused in the function of the message rather than the form. One of the implications of this view is the Wilkins's Notional Syllabuses which consists of including in language lessons not only grammatical and lexical patterns, but also topics that learners will need to communicate in real life situations. Finally, an interactional view promotes the language as a fundamental tool that helps people to be involved in interpersonal relations; that is to say that the only mechanism in charge of the development of interactional patterns in people is the language. This view in terms of teaching may be seen as a vehicle of interaction between learners who are seen as interactors. Richards & Rodgers cited by (Rivers, 1987) states that through interaction, not only listeners but also speakers can increase their language thanks to the authentic linguistic material. It is needless to say that interaction plays an essential role in the theories of second language learning; specially, when interactivity is directly connected to the four language skills (reading, writing, listening, and speaking). Nevertheless, language interaction has not been structured like other models of language

teaching. Finally, language teaching models also need to be complemented by theories of learning.

Similarly, Krashen distinguishes a theory which consists of five main hypotheses, namely, the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis; all of these hypotheses try to explain how the language is acquired or learned; Nevertheless, the most widely accepted hypothesis by linguists and language practitioners is the Acquisition Learning Hypothesis which according to Krashen (1988) “there are two independent systems of second language performance: 'the acquired system' and 'the learned system'” that is to say, the acquired system is the product of a subconscious process of development of the language similar to the way children acquired their mother tongue contrary to the learned system which is more focused on a conscious study of the language. Other hypothesis that is considered relevant is the input hypotheses that consist on supporting students with much comprehensible input which means providing students meaningful input through scaffolding.

Theory of language learning

Throughout the history of teaching, different perspectives and methods have emerged as a way of providing new basis for the development of the language; such as the Monitor Model of second language development, the Natural Approach, the Total physical response, and the Silent Way. These last derive from the theory of language learning.

Krashen (1981) claims two relevant concepts in his learning theory of Monitor Model of second language development which are Acquisition and Learning. Firstly, acquisition refers to the spontaneous and unconscious process to internalize new knowledge, while Learning is a conscious process in which formal teaching is necessary. According to Krashen (1981) the Monitor works as the central and conscious part of grammatical rules about the language that is learned. It is important to add that the Monitor only occur in learning not in acquisition, in addition learner perceives when and how consciously make corrections to the learning process.

On the one hand, Terrell (1977) points out the Natural Approach as a learning theory in which addresses the Counseling-learning and the Silent Way method as a priority condition for acquire learning. According to Curran (1972) in his writings on Counseling-learning focus on the idea of having a successful learning, he argues that a good classroom atmosphere may help to students to overcome insecurity and anxiety. In addition; Krashen and Terrell (1983) state that learners should be as relaxed as possible in the learning scenario to produce language. At this point the teacher's role is to provide comprehensible input according to current student's level, besides the facilitator is the source of learner's output and the responsible to create classroom activities. The Natural Approach suggests that L2 (second language) must be acquired as L1 (mother tongue) is.

On the other hand, Asher (1977) talks about the Total Physical Response, he notices that children are actively doing things without needing to speak, and that their listening is performance with physical response. The Total Physical Response classroom is one in which students listen and then act, while the teacher takes the role of Director, according to Usher (1977) the facilitator is the boss in the role play while students are the actors. This method is a perspective which argues

that through movements and motor activity for child language learning should be as a base for adult foreign language teaching.

Finally, the Silent Way proposed by Gattenno (1972) states that learner should have control of the language when the learner feels secure and assume a conscious process of it. Much of this method is branded by a Problem-solving approach to learning. Richards and Rodgers (1986) gives an overview of this learning which emphasizes that learning is accomplish if the learner has the opportunity to discover and create rather than remember each piece of language knowledge.

Curriculum

The curriculum represents a crucial element in the educational environment. Richards (2001) defines this item as the summary of processes involved by determining the concerning needs in a determined population of students and the development of objectives and aims expected to support those requirements. In addition, these components are guided for the design of syllabuses, course structures, and the consequent evaluation of the product program (Richards, 2001, p.2). In this way, curriculum is perceived as a concept where educational and cultural goals are involved in language objectives (Reid, 1993, p.74). In spite of this, White (1998) argues that a curriculum is the representation of diverse ideologies regarding different value systems and hence, educational aims. As an imperative element in education where the population's profile is represented, a curriculum should be examined according to its applicability and relevance concerning the institutional goals (Reid, 1993, p.74). Thus,

curriculum would be perceived in different viewpoints, but the most evident difference regarding the curriculum conception is its planning.

About the curriculum process we can find different perspectives. As classified by Nunan (1988), curriculum would be perceived in a first instance in terms of decision making, where several aspects from identifying needs to establishing goals and objectives are involved. On the other hand, a second perspective suggests a curriculum in action, where the objective is to observe and analyze how the planned curriculum is working in the classroom. In order to understand the process of a curriculum, Nunan (1988) suggests studying the first step, in spite of the fact that the second perspective is a next step after the planning of a curriculum.

In this way, Nation & Macalister (2010) propose to design a curriculum by considering three processes: environment analysis, to determine contextual factors that would influence in the curriculum design; needs analysis, as the requirements of a population; and the application of principles, which involves taking of decisions, theoretical principles to apply, and its applicability in the design process. Other order of design is proposed by Nunan (1988), where he proposes initial planning procedures as grouping and data collection, methodology, and finally, assessment and evaluation. Consequently, curriculum is a conflictive educational item in terms of design, especially when there is a limited time to design, when it is required to design a course for a partially known but extended population and to design a standardized curriculum which other teachers will be based on, just to mention some potential issues (Nation & Macalister, 2010, p.140).

Roles of teachers and students

The roles of teachers and students are explained in terms of processes. In the case of learners, Johnson & Paulston (cited by Richards & Rodgers, 2001) propose an autonomous focused theory from which learners stride through different stages, where they design their own learning program and are responsible about the current development and progress of their own process, as they belong and learn from a group where other participants are involved. Moreover, Curran (cited by Richards & Rodgers, 2001) adds a more intrinsic focus by stating a first stage where the student is entirely dependent on the teacher and a final stage where autonomy is accomplished. On the other hand, Richards (2006) underlines the roles of a learner in the classroom within procedural routines as participation in activities, and cooperative interaction within a communicative language teaching approach. The main difference between the last concept and the previous fail into recognition of expected actions in the classroom, rather than global roles in both intrinsic and extrinsic aspects as the Richards & Rodgers (2001) references.

The roles of the teacher are usually seen as administrative roles, in spite of the fact that some methods are dependent on the teacher performance. A historical method as the audio lingual is an example of the previous mentioned fact. In addition, the teacher has the autonomy to determine the content of learning, as well as providing the communication space between facilitator and students (Richards & Rodgers, 2001. P. 28).

Some content would be designed cooperatively among teacher and students. The *negotiated syllabus* or *process syllabuses* cited by Nation & Macalister (2010) requires the teacher and

students to work together and take decisions in meaningful part of the curriculum design. The purpose of this method is to provide a high priority to learners needs in a determined course, and is a response to contexts where there is not availability of a textbook, or different students' background is involved. However, a context where students and teachers are involved in order to design a curriculum or syllabus would provide more disadvantages than advantages, in spite that inexperienced population would present confusion about the roles to achieve, and even, students would demonstrate low motivation when they assume that it is a responsibility of the institution. In this way, the role of teachers and students within the design of a curriculum or a syllabus is still difficult to achieve.

The nature of design involves the integration of several factors in order to develop or restructure a curriculum or a syllabus. As stated in the article 77th of the norm 115 of 1994, the educational institutions are autonomous to design its own curriculum within the guidelines established by the MEN, as well as adapting certain areas within the regional requirements. Thus, the research-action in the curriculum comes from the present difficulties detected in order to improve the educational practice (Quintero et al, 2007, p.125). As Skilbeck (cited by White 1998) points out, the curriculums design concerns to the institution internally, but must not be underrated being aware that an institution involves aspects from outside, in our case, the analysis of the state of bilingualism in Risaralda. White (1998) cites the Skilbeck's situational model whose basis comes from cultural analysis, starting from the school's situation and its equivalent analysis.

Consequently, the *Ordenanza* project suggests four stages to follow, from which the first consists on a research called *Estado del Arte del Bilingüismo con énfasis en inglés en el Departamento de*

Risaralda, proposed to be implemented in 10 months, and from which the next stage deals with the design and redesign of curriculum.

8. RELATED RESEARCHES

Research studies have been considered to recognize what literature says about the topic under study. Particularly, the use of the first language towards the process of EFL class; the application of both English and Spanish as a means of instruction, students' attitudes that make possible or hinder the learning process, and the necessity for teacher professional development. In the next paragraphs, some studies that are related to this research will be mentioned.

In relation to the use of the mother tongue, some authors have made significant contributions to this field. Studies have revealed that one of the strategies implemented by teachers to facilitate the comprehension of the ideas in the foreign language is using the mother tongue, since the teacher considers that the instruction will be understood more rapidly and to assure students' learning, as Snow (2007) points out. On the other hand, the use of L1 is also considered to clarify doubts, and give response to issues that emerge in the classroom but the overuse of L1 is not recommended in EFL class, as mentioned by Morahan (2002). Furthermore, one of the consequences in using L1 in the EFL classroom is that the students will become dependent on it to understand the foreign language, as Snow (2007) indicates.

Some studies showed significant effects on the use of the mother tongue in the EFL classroom, such is the case of a study by Sharma (2006) in which he talks about using the mother tongue in

the English classroom. The study focuses on showing the advantages and disadvantages of using the mother tongue in EFL classrooms. The study was conducted in Nepal. The instruments used for the data collection process were observations and questionnaires. The study showed that L1 helped students learn English more effectively, and they felt comfortable when they were provided with L1 equivalents. One of the disadvantages according to what Nation (1990) argues is that the exclusion of the mother tongue is the criticism of the mother tongue itself and has harmful psychological effects on learners.

Despite, perspectives by other authors suggest the use of English as much as possible. One of the advantages is corroborated by Willis (1981) who states that teachers should teach, and learners should learn English through the medium of English and not other language. Another advantage is supported by Auerbach (1993) who affirmed that the more that students are exposed to the language, the more effective their learning will be, as they adopt the model they are hearing for the production of language.

Another interesting issue is related to what research studies have reported in terms of professional development. According to Richards and Farrell (2005) the need for ongoing teacher education in language teaching has had a significant role during the last 5 years and as a result, teacher-led initiatives have emerged such as action research, reflective teaching, and team teaching. All of these theoretical components are the basis which supports this research.

The information presented above gives a light about the main issues involved in this research study taking into account learning phenomena not only in Colombia but also in other parts of the

world. Finally, all the background provided here shows significant results that serves as a base to give introduction to the methodological part.

9. METHODOLOGY

This section will present a set of aspects related to the design and procedures considered for the execution of this project; namely, type of study, context and setting, participants, researchers' role, data collection, observations, questionnaires, interview, and data analysis. All these parts are clearly explained in further paragraphs.

Type of study

This study draws on the use of the qualitative method to provide data related to teachers' beliefs, thoughts about their teaching practice, and also students' attitudes and behaviors; about teachers' performance in the classroom. In accordance with Ray (2011), he describes qualitative studies as one of the methods used to observe and record the actions and behaviors of each single person or individual through the course of their daily lives. Therefore, the data collection was done in a natural setting, since this study was intended to understand particular situations from the standpoints of the people involved in the study and interpret their perceptions and conceptions of certain issues related to the study. (Merriam, 2006)

Context and setting

In a report provided by the *Ministerio de Educacion Nacional* (MEN), Risaralda has approximately 8.205 teachers. 1.795 of these teachers belong to non official sector, and 6.410 to official sector. Thus, it is necessary highlight that in Risaralda there are only about 100 English language teachers. Based on the results obtained from the diagnostic evaluation implemented to teachers of English, only 10% of them are at a B2 level according to the Common European Framework.

This current study was carried out in a public School from the town of Guática located in the department of Risaralda-Colombia. The school is placed in the outside of the town; it is ten minutes far from Guática in a place called Santa Ana. At this school the students' community comes from different places of the town village and most of the English classes were given after the lunch time. In other words, students have to go home and then come back the school to attend the English class. The school population was mixed female and male from sixth to eleventh grade, their ages ranged from 11 to 17 years. One English teacher was in charge of the English course in the whole institution.

Based on aforementioned statistics, this research project was mainly concentrated on the English language teachers from a public high school Guática-Risaralda. Therefore, the participants of the study were the teachers from secondary education within 6th through 11th grades, school principal, English language coordinators and high school students.

For this research study, one English language teacher was participating to reveal the aspects related to the EFL settings. The research shows information about the amount of hours students

were exposed to the English language. For instance, three hours per week from 6th to 9th grade, and two hours from 10th to 11th.

Participants

Four types of participants were part of this study; namely, teacher, students, stakeholder and researchers. One of the participants was the teacher from secondary education within 6th through 11th grades from Guática – Risaralda who was working at a public institution in Guática. It is of relevance to mention that the teacher is graduated from Universidad Tecnológica del Chocó. On the other hand, the English teacher from the institution contributed to provide data to support the information collected. This participant supplied information about the methodology implemented in the classrooms, the curriculum and the syllabus followed to design his classes.

The number of students who participated during the data collection was twelve; they belonged to high school, taking two students from each grade (12 students in total). The reason they were selected was to know their perceptions about how the class was developed and an insight about their own learning process. The students provided important information about their learning process, their opinions about language learning and teaching and what they evidence in terms of their teachers' performance in the classroom.

Regarding sampling methods, students were chosen randomly for this study, and they were gathered in focus groups considering that this is an useful method for collecting large amounts of data. According to Castillo (Jul 13, 2009) Random Sampling is a technique in which each

member of the population has an equal chance of being selected as subject. In contrast to this sampling, the English teacher was selected for this research given that the number was limited and his role was of a great significance in this study, as well as the stakeholders.

The stakeholder was another participant that belonged to this public institution and that was also an important source able to provide relevant information for this study such as; curriculum, syllabus, bilingual plan and inclusion of standards in the English syllabus. And last but not least, two researchers were also part of this process, whose perceptions contributed to have an outsider perspective of the data.

Researcher's role

The researchers are two students from Universidad Tecnológica de Pereira, who belong to the English Language Teaching program and they performed as non participant observers. To be more specific, a non-participant observation is defined by Diane Larsen-Freeman and Michael H. Long (1991), as the act that implies observing, taking notes and recording activities without taking part of them. This project had 2 active researchers that acted as non-participant observers in order to collect first hand data from the public institutions that participated on the study. Therefore, the researcher did not interact with learners not interfere in the class but they observed meticulously.

Data collection

As mentioned previously, the purpose of this study was to give response to the first stage of the Risaralda Bilingual Project whose main aim was to represent and describe the realities of the English teaching in public institution in Risaralda. Considering this, different methods were administered in the process of data collection; observations (See appendix 1), questionnaires (See appendix 2) and interviews (See appendix 3). Each method is described as follows:

Observation

According to Merriam (2009) she states that the observation method involves the complete analysis of people's behavior, perceptions and assimilations to acquire data from the field that is under research (p. 94). On the other hand, Burns, A. & Hood, S. (1995) cited in Freeman (1998) argue that the observation is a closely watching classroom events, happening or interactions, either as a participant in the classroom, or as an observer of another teacher's classroom. (p. 94). Furthermore, two observations were done to a high school in Guática for approximately three months. Each observation lasted one hour per class. In this particular case the observations were done by non-participants researchers, who focused mainly on taking field notes using a structured format to collect data about the classroom and the events that took place in it, teachers' performance, and students' attitude and reactions toward the class.

Questionnaires

Finally, questionnaires were used to collect data from one teacher and one stakeholder from the institution about personal information, teacher's academic background, methodology and lesson plan design, among other relevant information. Herbert, W. (1989) indicates that "questionnaires are printed forms for data collection which include questions for statement to which the subject is expected to response, of them anonymously. Therefore, the participants involved were be surveyed in order to obtain more profound information about the personal and profession experiences in the process of teaching English. This survey was structured and implemented at the beginning of the study.

Interviews

In order to obtain information from students' point of view related not only to their progress but also about the EFL class itself, a format with some questions was used and it was answered by two students from each group. According to DeMarrais (2004) interviews are a method that is executed through a conversation between researcher and participant so as to gain data that will be implemented in a research analysis. Therefore, thanks to the information provided by the students, it was possible to establish the position of each of them towards the English class.

Data analysis

Once data was collected, the process of analyzing began. This procedure was conducted taking into consideration the grounded theory as stated by Charmaz (2007). Firstly, information was classified to identify the type of information collected. Then, the informations was grouped and conceptualized by codes. Later, categories emerged and findings were structured.

Codes were created in order to display the needed samples to support the findings. These Codes are presented in order to illustrate the previous information.

OISA (Observation #, Santa Ana); **ISAQ1S1** (Interview, Santa Ana, Question#, Student #); **QSAT1** (Questionnaire, Santa Ana, Teacher #); **QSAC1** (Questionnaire, Santa Ana, Coordinator)

10. ETHICAL CONSIDERATIONS

The current research was aligned in order to complete the research in a precise way. The prior aspects were considered to shield the confidence of the people involved in the research, and to reduce constraints that could disturb the nature of the project. Some considerations were pointed out from the very beginning of this study to clarify the credibility, the fruitfulness, and the dignity of the participants and the project. Primarily, the early stage was to provide an information letter with the purpose of announcing the main objectives of the study.

Additionally, with all the information concerning this macro-project, each individual could declare volunteer participation in it. Afterwards, it was necessary to obtain consent from the

coordinators, principals, and English teachers of the school. Not only four facilitators but also a coordinator was asked to fill a form. These actions were implemented due to the sensitive nature of this research to fulfill the pre-established instruments of data collection. This last took place during school schedule. Lastly, the non-participant observers started collecting the data showing respect to the members, so they could have a fair relationship among them. At the time of data collection, colleagues were informed and invited to know the results of the study at the moment the research project ends. As researchers we show gratitude to all of the participants that were involved in this study, thanking them for being part of our thesis.

11. FINDINGS AND DISCUSSION

This section lead us to the analysis of how language teaching and learning is in the school of Guática; it was required to begin from analyzing to why the use of L1 is the main communicative resource as a strategy, the learners and teachers perceptions about the EFL and it was detected that both perceptions are different and finally the students' attitudes towards learning processes in the English class.

11.1 THE USE OF L1 IN THE EFL CLASSROOM

This finding is divided in two subfindings “*Spanish for instruction*” and “*English lessons focused on grammar rules and translation activities*”. After analyzing the collected data, it was noticed that the first language had a significant role in the process of teaching and learning. The use of L1 was evidenced in cases such as topic instruction, grammar rules, and translation. As a

result, the most spoken language in the classroom seems to be Spanish as it is exposed in the following excerpts, which were taken from the data collection methods implemented in this study.

11.1.1 Spanish for instruction

The information collected revealed that the introduction of the topic had different purposes; for instance, the teacher used Spanish to explain the topic, give examples, instructions and to introduce vocabulary. In the following excerpts, the use of L1 in the EFL classroom is illustrated.

O2SA Teacher: “el verbo to have es tener, pero significa haber porque acá es el verbo base”

O2SA “, el profesor da un ejemplo en español diciendo “ella ha comprado una hermosa casa porque quiere vivir con su esposo”

O2SA “mientras tanto el profesor hace una lista de verbos en el tablero.

“Rogar, buscar, secuestrar, interrogar, sufrir, llevar, predecir, caminar, lavar”

O2SA “Luego el profesor les dice “empiecen a formar oraciones utilizando la regla que les explique”

Through these pieces of evidence, it might be inferred that the presentation of the topic is explained in Spanish; also, we can observe that Spanish is the main communicative resource as a strategy to assure students’ understanding of a new grammatical function in the classroom. As a result, students did not have the opportunity to use the language for communicative purposes

because the grammatical rules were the central linguistic aim of the lesson since they were always approached in an explicit way.

Furthermore, students seem to agree with the use of Spanish in the classroom, since their perceptions suggest that it is easier for them to understand the explanations when they are given in Spanish. The following extract illustrates what was previously mentioned.

***Q19** ¿Cuál es la lengua que se utiliza de mayor porcentaje dentro del salón?*

***ISAQ19S7** Students: “utiliza más español que ingles”*

***ISAQ19S8** Students: “mas español, si porque lo que nos está explicando tiene que ser en español, pues porque igual como vamos a entender en ingles si no, sabemos”*

The evidences from these research methods show that Spanish is the language used for communication and instruction in EFL classroom. Snow (2007) states that the use of L1 “can prevent time being wasted on tortuous explanations and instructions”; and that might be one of the reasons why the teacher who was part of the study opted for the L1 in order to save time when explaining complex concepts. But the results showed the overuse of Spanish during the English class. On the other hand, another perspective can be also considered regarding this issue, since Spanish can be used in the EFL classroom but current methods suggest that it can not to be the main tool for communication. According to Morahan (2002) “the use of L1 is for clarifying purposes and should not be the primary mode of communication either by the students or teacher(s) in the L2 classroom” What the author says is an explanation of the use of both languages during the English class. He expresses that both English and Spanish can be used as a tool in the process of learning a second language but the overuse of L1 should not be superior to

the L2 in the FL classroom. Further the subfinding coincides with what the authors express, since the students' opinion showed they were being dependent of Spanish to understand the topics and they did not have the experience to use English for real communication.

11.1.2 English lessons focused on grammar rules and translation activities

In the process of data analysis, it was noticed that translation and grammar rules were used in activities during the English class. The research showed that these activities were used to learn grammatical rules and to apply those rules by translating sentences between the target language and their native language. To illustrate the explanation already provided, some evidences from the observations are presented.

O2SA “El profesor dice “give me a verb”, uno de ellos responde “have” luego el professor empieza a conjugar el verbo to have con todos los pronombres en el tablero, I have eaten, you have eaten, he has eaten, she has eaten, it has eaten, they have eaten, we have eaten”

O2SA Teacher: “luego les traduce todas las oraciones anteriores “yo he comido, usted ha comido, el ha comido, ella ha comprado, ellos o ellas han comido, nosotros hemos comido”

In the previous data, we could analyze that the class was focused on grammar rules and it was taught without a context; we can perceive that the teacher's strategy is local translation strategy and it was implemented in grammatical constructions. According to Shadia (2011) this strategy

is called local translation strategy (translation procedure): strategies you apply in the translation of individual expressions in the source text, such as words, grammatical constructions, idioms etc. In this case, the strategy is used to explain the meaning of each conjugation between L2 and L1, this is part of translation and it is implemented by the teacher as a strategy.

In the following extracts, we can observe that translation is also implemented in assignments, and when giving of instructions. According to Shadia (2011) “this strategy is called global translation strategy (translation method)... the primary choice you have to make here is how close to the source text you want your target text to be”. In the following excerpts, we could notice the teacher’s strategy in the English class.

***O2SA** “algunos se acercan al escritorio del profesor a entregar un taller sobre “el tallador de piedra” que debían pasar al español”*

***OISA**Teacher: “bueno niños hoy vamos a traducir estas oraciones que voy a escribir en el tablero y que están en español a inglés”*

The aforementioned data makes contrast to what Snow (2007) proposes when he states that one of the consequences in using L1 in the EFL classroom is that the students will become dependent on it and they will not try to understand. What the author says is an explanation of what was observed in the study, since in this specific case, the students showed a dependent attitude on the use of L1 due to the fact that they drew on their mother tongue in different situations (when the teacher gave explanations, or gave instructions). In brief, the reluctance to use English in the

classroom might reduce the opportunities for learners to use the L2 for communication purposes and reduce the chances for learning the foreign language.

The translation as a strategy dominated the L2 classroom and L2 was taught through grammar illustration, bilingual vocabulary lists and translation exercises. This strategy emphasizes on the literary language since its fundamental goal is to help learners be able to have reading comprehension in literature written in L2, not to provide them with the ability to communicate verbally in L2. That kind of strategy is like a reference system but not the main resource of L2 classroom.

11.2 ACADEMIC COMMUNITIES' PERCEPTIONS TOWARDS EFL INSTRUCTION

In this segment, the perceptions of some members of the academic community towards the EFL instruction are presented. The subsequent findings reveal the students', teachers' and administrators' insights regarding the EFL teaching and learning processes.

11.2.1 Students' perceptions towards the EFL class.

The methods implemented for the data collection process (interviews, questionnaires, and observations) yielded students' insights and opinions concerning English teaching and learning. According to the information obtained during the investigation; perceptions around language learning experience, English classes, concerns and expectations are reported. In the following extracts, students' insights are illustrated.

Q12 *¿Cuáles creen ustedes que son las mayores cualidades que encuentran dentro de la clase?*

ISAQ12S2 *“nos gusta cuando el profesor nos coloca a saludar a los demás en Inglés, nos gustaría que nos pusiera a escuchar música en Inglés y que nos enseñe a cantarla, como aprender a pronunciarlo”*

Students' interests and preferences show that they like the English language and they find it interesting to learn the language for communicative purposes. However, some of the students affirm that they do not like English class because they think it is boring, the activities proposed in the classroom are monotonous and tedious and they affirm that they feel tired of the same activity. The following excerpt illustrates what students' opinion when the researchers asked them *“¿Cuáles creen ustedes que son las mayores cualidades que encuentran dentro de la clase?”*

ISAQ12S1 *“Nada, porque la clase es muy aburrida, escribe en el tablero o nos da copias y nos pregunta”*

Considering students' perceptions, it could be inferred that the focus of the activities are designed in a structural way and the students do not agree with this orientation. It seems to be that the students find the English class a bit monotonous, for this reason the students propose the activities to be designed in such a way that they can use the language for real communication or with real purposes that promote interaction. The following data depicts the students' suggestions.

Q13 *¿Qué aspectos de la clase les gustaría que el profesor mejorara?*

ISAQ13S5 *“Nos gustaría que el profesor nos colocará hablar en Inglés, que no nos ponga a traducir tantas cosas con el diccionario, sería mejor en el computador”*

ISAQ13S3 *“que nos llevara más a la sala de informática”*

Data reveal that students like English and technology, they express that they would like the English classes include the use of ICTs in order to learn English in a more dynamic way and they would like to make a connection between their lives and the content in the class. Besides, making reference to what students said, they think that English is not useful because it does not take into account their opinions and preferences within the classroom. In spite of their perceptions about the class, students seem to be motivated and they see the importance of learning English in their academic process.

Based on the students' perceptions towards the English class, they seem to feel not very engaged in the activities proposed in the subject matter. From their point of view, the strategies used in the process of instruction might not be effective, that is why they suggest other mechanisms for their teaching. In relation to this, Simpson and Ur, (1994) state that there is not one strategy which is more effective than others; the issue is to use a strategy that enables teachers to be responsive for the learner's needs. In other words, the fact of considering learners' needs and interests might contribute to obtain better results in the process of instruction. The finding coincides with what the author expresses, since the students' perceptions reveal that the tasks proposed in the class do not allow them to make connections between what they are learning and

their preferences, thus, their engagement is being affected by the way in which they are exposed to the learning process.

Since when he answered the question he did not mention a specific strategy which according to Oxford, (1992/1993: 18) is defined as “specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability”. From what was previously stated, it is feasible to mention that the teacher's answer evidences that either the teacher did not understand what was requested from him or he just does not know what the term strategy refers to even though the teacher knows the existence of methods through which he can develop the class. This apparent unawareness of what the term strategy refers to, might interfere his teaching practices given that he might not consider the use of strategies in the execution of his classes.

On the other hand, some of the challenges stated by him during the interview has to do with the lack of the resources and the teacher affirmed that all the materials implemented during the English sessions are designed and proposed by him like teacher's and students' books and dictionaries. Next extract confirms what was mentioned above about the material the teacher uses to implement his lessons.

***Q14** ¿los estudiantes tiene texto guía?*

***QSAT1** pá3./p14: “material propuesto por el profesor”*

Previous data revealed the teacher's answer during the interview when he was asked about lesson planning and bibliography.

11.2.2 Teacher's and stakeholders' perceptions towards the EFL learning teaching process

Through the questionnaires and the interviews implemented during the data collection process to the teacher and principal of the school, it was possible to identify aspects related to opinions about the strategies implemented in teaching practices, teachers' challenges and needs, and stakeholders' interests. In the following extracts, these factors are illustrated.

From the teacher's point of view, when he was asked about the strategies used in his teaching practices, he mentioned that they are based on providing a set of activities that make students enjoy the class while they are acquiring new knowledge.

Q8: ¿Qué estrategias utiliza para la preparación de la clase?

QSAT1 pág.3/p8: "la estrategia está basada en que los estudiantes se diviertan mientras aprenden"

According to the data above mentioned we can observe that the teacher is interested in students' preferences, creating an environment of comfort while students learn the language, but this is not a strategy because it does not have a specific approach such as "cognitive, meta-cognitive or socio-affective strategy". Despite of the teacher does not have a clear view about what a strategy

is; he shows knowledge about the strategies implemented in the lessons. The latter is appreciated in the next excerpts.

Q9: *¿Cuáles son los métodos utilizados en la enseñanza del inglés?*

QSAT1 *pág.3/p9:*

- *Método de gramática traducción.*
- *Método directo.*
- *Método de Respuesta Física Total (TPR).*
- *Enfoque cognitivo.*

During the interview it was possible to gather information about the methods implemented by the teacher in the class, and data suggest that the teacher is well acquainted with the concept of method. In the next extract, we can appreciate the bibliography used by the teacher to give support to the designing the activities.

Q7: *¿Qué libros consulta para la preparación de clase?*

QSAT1 *pág.2/p7: New Headway, Oxford University Press, Students Book, English here,*

English there (1997), Objective, Cambridge University (2008)

Despite the material used by the teacher, it has been evidenced the apathy by the students during the English class, this fact could happen because of the limited access to technological resources such as interactive room, video-beam, laptop and speakers, and in terms of didactic material the

acquisition of new bibliography. Next extracts illustrates the teacher and the coordinator perceptions.

Q13: *¿Cuáles son los problemas más frecuentes en Enseñanza y aprendizaje del inglés?*

QSAT1 *pág.2 y 3/p13:*

(1)Apatía.

(2)Carencia de diccionarios.

(3)Carencia de laboratorios de inglés.

Q12: *Mencione los problemas más frecuentes y críticos que usted actualmente enfrenta en la enseñanza y en el aprendizaje del inglés en bachillerato*

QSAC1*pág.2/p12:*

(1) “falta de material didáctico”

(2) “falta de acceso a las nuevas tecnologías”

(3) “por falta de recursos económicos”

“falta de interés por parte de algunos estudiantes”

From the previous evidence, it is possible to identify that both teacher and this time the coordinator are aware of the limitations the school has in relation to the English area.

Additionally, it could be analyzed that another challenge in teaching English as a Foreign Language is the continuous preparation; this fact is evidenced in the school principal's opinions when she expresses her agreement in that the teacher needs to be updated in his professional development. In the next excerpts we can observe the teacher's and coordinator's opinion about the continuous English language teaching empowerment.

Q9: *¿Considera que debe recibir capacitación en cuanto a estrategias de la enseñanza del inglés?*

QSAT1 *pág.2/p9: “El profesor considera que debe recibir capacitaciones en nuevas estrategias de enseñanza del inglés, en cuanto a la parte lúdica. “No he tenido la oportunidad”*

Q8: *¿Qué tipo de capacitación considera usted que debe recibir como docente en ejercicio?*

QSAC1 *pág.2/p8: “actualización en la enseñanza de la lengua inglesa”*

The data shows that there is an interest for both the English teacher and school principal to enhance their knowledge about the English language teaching, but they expressed they have not been exposed to professional development courses by the Risaralda government.

All the difficulties manifested by the teacher might hinder his professional development. The teacher implements different methodologies and he has good materials, but according to Richards and Farrell (2005) “the need for ongoing teacher education has been a recurring theme in language teaching circles in recent years and has been given renewed focus as a result of the emergence of teacher-led initiatives such as action research, reflective teaching, and team teaching”. In this fashion, it is important to train the teacher as a professional who is closer to being a knowledge worker, a designer of learning environments and not just a mere transmitter of information.

11.3 STUDENTS' ATTITUDES TOWARDS LEARNING PROCESSES IN THE ENGLISH CLASS

In the process of analyzing the collected data, it was possible to notice some relevant and repetitive attitudes in the students' behavior in the English class; among them, we can mention attitudes that facilitate the learning process (willingness to received the class and certain level of autonomy) and attitudes that hinder the learning process (apathy in some of the activities and the lack of interest when they were given instructions). The reasons above-mentioned are the most relevant attitudes showed by the students in the process of data collection carried out in the school.

11.3.1 Students' attitudes that facilitated the learning process

The next excerpts illustrate the attitudes that students showed towards the English class that facilitate the learning process. In first place, some students' behaviors contributed to the learning process, such as, cooperation, collaboration, autonomy, and participation that evidenced their interest and disposition in the English class to develop the activities that were proposed by the teacher. Next extract exemplifies what was previously mentioned.

***O2SA** “otros empiezan a formular preguntas entre ellos “como se dice ¿Cuántos años tienes?” pregunta uno de ellos, un compañero le responde “how are you?” otro compañero dice “no ese es como estas” a esto el primero responde “ah! How old are you?”*

The previous data show how the students' engagement in the activity and negotiated meaning with the information they needed through collaborative learning. In this order of ideas, data suggest that students were motivated because they showed disposition to negotiate meaning, sharing and confirming information of what they thought they already knew, this fact led the students to a conclusion in which all of them agreed, so in this scenario we could observe students' willingness to be more competent users of English. Besides, in the excerpt, it is possible to observe that when they shared knowledge among them about the question that emerged "*como se dice ¿Cuántos años tienes?*"... making use of the previous knowledge they had, it was feasible to get the correct answer they were seeking for, and it is also possible to observe certain level of autonomy due to the fact that they feel motivated to learn the language.

The next excerpt portrays the students' attitudes in terms of disposition to develop the activities proposed by the teacher. This is what they showed when they were observed during the English class.

O2SA *"La mayor parte del tiempo los estudiantes se dirigen hacia el profesor para pedir explicación sobre la actividad o para que les ayude con la traducción de un verbo al español. Solo un estudiante durante toda la clase muestra indiferencia hacia la actividad (no realiza la actividad, no hace parte de ningún grupo, no escribe, no habla, sube los pies sobre el escritorio, etc.)."*

The preceding evidence confirms that the teacher played a very significant role in the class because it showed that through the way he is conducting the lesson, students seem to be enjoying the lesson because they developed the activity showing good disposition and this was evidenced in the way they approached the teacher to ask for some words they did not find in the dictionary, and as it was previously mentioned, this kind of attitudes can help the students become more competent users of the language. In the next excerpt it can be noted that students feel motivated to practice the language outside the classroom.

Q10 ¿practica usted la lengua extranjera?

QSAT1 pág.4/p10: “escuchando conversaciones, en el chat y en conversaciones con amigos”

The aforecited makes relation to what Ur (1991) argues when she describes intrinsic motivation “as a common desire to learn for oneself. She also claims that it is tied to pupils’ previous attitudes, i.e. they consider learning useful, or they have positive respect towards the target language and to its cultural, political and ethnic components”. Here, the author illustrates clearly what happened in the classroom because the students were committed and interested in the task proposed in the class and felt encouraged to keep practicing the language outside the classroom, even though there was just one exception in the classroom ‘the boy who did not want to participate in the activity’. It is possible to say that he did not consider English as important as his friends did maybe because of cultural components.

11.3.2 Students' attitudes that hindered the learning process

The next excerpts illustrate the apathy, disinterest, laziness, indifference that some students show towards the English class. Data shed light on the fact that some attitudes of the students interfered in the execution of the English lessons. Furthermore, it was also possible to observe that these attitudes students show it is not due only to their individual behavior, but also to the way they have been exposed to English during their education process. Next extract exemplifies what was previously mentioned.

OISA Researcher: “algunos se muestran indiferentes ante la actividad propuesta por el profesor, no hacen silencio y prefieren seguir hablando entre ellos”

O2SA Researcher. “Los estudiantes preguntan “¿profe tenemos que copiar eso?” el profesor responde “yes” y los estudiantes empiezan a copiar mostrando una actitud de desagrado frente a la actividad que deben llevar a cabo”

The previous excerpts show the students' attitudes while the teacher is orienting the class. They did not pay attention to the teacher because they were not interested in the class, or they did not feel comfortable in the way the class was being oriented. Nevertheless, this behavior cannot be attributed directly to the teacher, the lesson, or the course, per se, since data do not pinpoint directly the sources of this phenomenon.

There are other factors, internal factors (family problems, friends, economic situations, age, emotions, and so forth), and external factors (lack of material in the institution, absence of

technological tools, and the nonexistence of appropriate settings to teach the language) that may affect the students' performance during the class, and might hinder learning processes. These attitudes are evidenced in students' behavior and their attitude towards the activities proposed. In this sense Ellis (1994) defines that the "learner-external factors are related to what the environment in which learning takes place... and learner-internal factors are those that are directly observable. They are covert and can only be inferred by studying learner output..." this means what they are able to produce like their speaking or reading comprehension. The author reinforces what was previously stated when saying that those internal and external factors can affect in any sense the learning process.

In the following excerpts, it can be some reasons why the teacher and coordinator think that some of the students show reluctance towards the English class.

QSATI *"Mencione los problemas más frecuentes y críticos que usted actualmente enfrenta en la enseñanza y en el aprendizaje del inglés en bachillerato. Enumérelos en orden de importancia según el grado de seriedad o gravedad."*

(1) *Apatía*

(2) *Carencia de diccionarios.*

(3) *Carencia de laboratorios de inglés.*

QSACI

(1) *"falta de material didáctico"*

(2) *"falta de acceso a las nuevas tecnologías"*

(3) *"por falta de recursos económicos"*

(4) *"falta de interés por parte de algunos estudiantes"*

In the previous data, it is possible to notice some of the teacher's and coordinator's perceptions about the low performance that some students show in the English subject. In addition to the latter, teacher and coordinator state that the major problems that they face in teaching English are the apathy that students show towards the English class, they mentioned they struggle with the lack of interest towards the lessons. In brief, for this analysis it could be that the attitude that students show towards their English learning process is highly influenced by their surroundings and that the latter can affect them directly or indirectly.

According to what Harmer states (1998) "one of the main tasks for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it". Here, what the author says is that the individual in charge of catching the students' attention within the class is the teacher, who needs to be creative, innovative, and purposeful in order to make the students appreciate the subject and take advantage of it as much as possible. However, it is not the teacher's fault if after doing all activities needed to catch the students' attention they continue showing indifferences towards the subject. because as it was mentioned in previous paragraphs in this research study, students need to be self-motivated to learn the language and they get this motivation from their surrounding and from their desire to communicate using a second linguistic code.

12. RESEARCH AND PEDAGOGICAL IMPLICATIONS

After carrying out this research study, we can say that is necessary the implementation of adequate strategies to improve the educational process of language learning and teaching in the public school in Guática for the reason that the strategies used in the English language teaching contexts in Guática do not address learners' needs, and preferences; therefore, learners cannot develop their English communicative skills. Furthermore, this paper looks at some of the relevant research in the area of language acquisition, including a direct approach such as memorization of grammar rules and vocabulary.

Pedagogical

Thus, learning English should be perceived as an opportunity for learners to use the language for real life situations so that students do not only get involved in learning about grammar but developing communicative competences. Hence, the class should be taught in English and some strategies should be incorporated to reduce the amount of Spanish in the classroom, as well as helping students to get familiar with the input. On the other hand, the activities should be inclined towards communicative purposes so that students can be exposed to the second language and use English for their real life instead of translating a text from the board and learning the pronunciation of a dialogue.

Research

Finally, it is necessary to include aspects of professional development and strategies for teachers to keep up with latest methodologies (study groups, co-teaching exercises as mechanism to inform themselves and learn from their colleagues) but not only an implication for government but also for schools that need to design action plans for their own staff. Furthermore, it is determined that the implementation of materials that motivate students to learn English as long as they can be exposed to appealing materials that fulfill their interests.

13. LIMITATIONS OF THE STUDY

In the following paragraph, will be mentioned the impediments that were evidenced in the procedure of this study. The limitations were found not only at the moment of collecting the data, but also when classifying the findings due to the fact that some information was not very specific and detailed.

At the beginning of collecting data, it was evidenced that not only stakeholders but also facilitators from the public school in Guática were not informed about the project and its purposes, so the circumstances seemed not to grant fruitful expectations for the study. On the other hand, because the facilitators were in charge of classifying some students' grades, as they were finishing the term at that school, it was not possible to carry out the observations in the way it was expected. This was the most relevant limitation; since it seemed not to allow obtaining an extended classification about data in order to write the findings. At the moment of classifying the

information that was collected from interviews, observations and questionnaires; the researchers had to do a rigorous scrutiny in order to decide which data seemed to be more relevant to be implemented in the findings.

In this paragraph, some obstacles that could be evidenced during the research process will be mentioned. One of the difficulties found at the moment of collecting the data was the impossibility to arrange in a proper way the times for the teacher to be observed because there were problems with the transportation time schedule, and the bad state of the road infrastructure. The second difficulty found in this research process was that there was no clarity at the moment of the implementation of the instruments for the data collection, specifically, in the observation format because this format did not provide enough information for the data analysis. The third inconvenient is that it was not possible to carry out the observations in the way it was expected because of the school's schedule.

14. CONCLUSIONS

This study was carried out for sharing the realities that can be encountered in the learning contexts in a public school in Guática, Risaralda called Colegio Agropecuario Santa Ana and for all people who are concerned in the English teaching field. Also, the information was collected in order to attempt to give answers to the research questions: *What are the features of English Language Teaching and Learning processes in Guática? And what are teacher's, students' and stakeholders' perceptions towards English Language Teaching?* Along with the research questions, the use of L1 in the EFL classroom, academic communities' perceptions towards EFL instruction, and students' attitudes towards learning processes in the English class in order to provide suitable answers.

The conclusions that we can draw from this research study, the state of the art in the public school in Guática-Risaralda are first, English learning teaching processes need special attention from government and stakeholders since, sometimes teaching practices do not count with the strategies, materials and resources for their execution. It can be stated that these are the reasons why the English learning teaching does not have a clear focus on EFL classroom in Guática and its procedures could be used in the classroom to help learners to develop their communicative skills.

Second, teaching methodologies implemented in the EFL scenario are affecting learners' attitudes since that teacher still relies on grammar translation method in order to teach the language lessons and does not involve students in a communicative learning environment in

which students can use it. Despite this, some students feel somehow the need to use the language and they feel motivated to use the language outside the class; in their houses, with friends and relatives, they show attitudes that facilitate, promote, and foster their language learning process. This kind of attitude becomes positive attitudes that can help the teacher to create a more appealing environment for students, but at the same time some of them show some attitudes that may impede them to succeed in learning a foreign language in this case English. These facts are because the facilitator and students see and study the language in a more structural way as in every lesson the grammatical patterns are more important than to learn the language to communicate meaning and the teacher is not updated in terms of trending methodologies that help him guide his class in a more productive way.

Third, the implementation of Spanish during the English class is not helping the students to improve their learning process. On the other hand, the facilitator believes he takes into account theory of language learning teaching, promotes a communicative learning environment or assumes to know what is better for students at the moment of designing lessons. But it is important to say that the teacher needs empowerment to develop reflective skills to understand better language learning aspects that the facilitator needs to include to improve the language teaching and create a communicative learning classroom.

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16. APPENDICES

16.1. APPENDIX 1 OBSERVATION FORMAT

<div>    </div>		
<p align="center"> Universidad Tecnológica de Pereira Proyecto Estado del Arte de la Enseñanza del Inglés en Risaralda Formato de Observación </p>		
<p> Municipio: LA VIRGINIA Colegio: LA PRESENTACION </p>		
Factores Observados	Descripción	Comentarios
Plan de Clase y objetivo		
Estrategias de enseñanza o actividades		
Uso de la lengua extranjera		
Rol de la lengua materna		
Material y Recurso		
Patrones de interacción		
Espacio Físico		
Rol del estudiante y el profesor		

16.1.2. APPENDIX 2

QUESTIONNAIRE FORMAT



Universidad
Tecnológica
de Pereira



GOBERNACIÓN DE RISARALDA
¡SENTIMIENTO DE TODOS!
SECRETARÍA DE EDUCACIÓN

Universidad Tecnológica de Pereira –Secretaría de Educación Departamental
Licenciatura en Lengua Inglesa
Grupo de Investigación en Lingüística Aplicada
Cuestionario Profesor de Inglés

Este cuestionario pertenece al proyecto “el estado del arte de la enseñanza del inglés en Risaralda”. Les solicitamos leer cuidadosamente cada una de las afirmaciones y contestar las preguntas en una forma objetiva y con la mayor veracidad del caso. La información aquí consignada es de carácter investigativo y es confidencial del grupo de investigación.

OBJETIVO

Caracterizar el estado del arte de la enseñanza del inglés en el Departamento de Risaralda en instituciones públicas.

INFORMACIÓN ACADÉMICA

1. Estudios realizados

NIVEL	LUGAR	FECHA	TÍTULO
Bachillerato	_____	_____	_____
Pregrado	_____	_____	_____
Postgrado	_____	_____	_____

EXPERIENCIA PROFESIONAL

2. Colegio donde labora _____
Público _____ Dedicación: Medio Tiempo _____ Tiempo Completo _____ Por horas _____
3. Años de experiencia de trabajo:
Entre 1 y 4 años _____ Entre 5 y 10 años _____ Más de 10 años _____

CAPACITACIÓN Y ACTUALIZACIÓN

4. Cursos de capacitación recibida (Favor indicar los cursos tomados en los últimos cinco años)

NOMBRE CURSO	DURACIÓN	FECHA	ENTIDAD QUE LO REALIZÓ
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5. ¿Ha mantenido usted contacto con la Universidad después de haber egresado?
SI _____ NO _____ En qué forma?

6. ¿Ha adquirido usted últimamente bibliografía sobre la metodología de la enseñanza del inglés? SI _____ NO _____ ¿Cuál o Cuáles?

AUTOR	TÍTULO	AÑO
_____	_____	_____
_____	_____	_____
_____	_____	_____



7. ¿Ha adquirido bibliografía en inglés?

SI _____ NO _____ ¿Cuál o Cuáles?

AUTOR	TÍTULO	AÑO
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. ¿En los últimos cinco (5) años ha participado en seminarios o congresos del área?

SI _____ NO _____ ¿Cuáles?

TÍTULO DEL EVENTO	ENTIDAD ORGANIZADORA	FECHA
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. ¿Pertenece Usted y/o es socio activo (socio actual) de alguna Asociación Académica?

SI _____ NO _____ ¿CUÁL(ES)?

9. ¿Qué tipo de capacitación considera usted que debe recibir como docente en ejercicio?
Especifique

10.Cuál es su opinión sobre el nivel académico en el Área de Inglés su colegio?

Pésimo _____ Malo _____ Regular _____ Bueno _____ Excelente _____

¿Por qué?

11. ¿En qué nivel promedio se ubicaron los estudiantes del grado once en las pruebas de inglés del ICFES del año pasado?

12. ¿Cuál es su opinión sobre el examen de inglés del ICFES?

13. Mencione los problemas más frecuentes y críticos que usted actualmente enfrenta en la enseñanza y en el aprendizaje del inglés en Bachillerato. Enumérelos en orden de importancia según el grado de seriedad o gravedad.

Planeación de clase

14. ¿Los estudiantes tienen texto guía? SI ____ NO ____
Si la respuesta es SI indique el texto que usan los estudiantes.

TÍTULO DEL TEXTO	EDITORIAL	AÑO
_____	_____	_____

¿Si la respuesta es NO, que tipo de materiales utiliza?

5. ¿Qué tipo de libros consulta usted para la preparación de sus clases? ¿Señale en orden de importancia para usted?

AUTOR	AÑO	TÍTULO
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Habilidades en que hace mayor énfasis en sus clases, enumere en orden de importancia.

Listening	_____	Reading	_____
Speaking	_____	Writing	_____

7. ¿Qué aspectos tiene en cuenta para diseñar sus clases?

8. ¿Qué estrategias usa para preparar su clase?

- 9.Cuál de los siguientes métodos utiliza usted en sus clases?

Método de Gramática y Traducción.	_____	Suggestopedia	_____
Método de Series	_____	Enfoque Comunitario	_____
Método Directo	_____	Enfoque Natural	_____
Método de Lectura	_____	Método Ecléctico	_____
Método Audiovisual	_____	"Silent Way"	_____
Método Audio lingual	_____	Enfoque Cognitivo	_____
Método de Aprendizaje de Lenguas en comunidad	_____	Enfoque Comunicativo	_____
Método de Respuesta Física Total (TPR)	_____		
¿Otros? ¿Cuáles?	_____		
No sabe	_____		

10. Para elaborar su programa de inglés, ¿se basa usted en los Estándares de enseñanza del inglés del Ministerio de Educación Nacional? (MEN)? SI___ NO___
¿Cómo? _____

Si no se basa en los estándares del MEN, ¿elabora usted el programa de inglés?

SI___ NO___ ¿cómo lo hace?

¿Con base en un texto? ___ ¿Cuál? _____

¿Según sus propios criterios? ___ ¿Cuáles? _____

¿Otros? ___ Especifique _____

11. De los siguientes objetivos señale en orden de importancia (1-2-3-4-5,etc) los planteados por usted en su programa.

- _____ Comprender correctamente la lengua hablada.
 _____ Entender un texto escuchado, sobre un tema con el cual este familiarizado.
 _____ Hablar el idioma con corrección y seguridad.
 _____ Participar en conversaciones sencillas sobre los temas estudiados
 _____ Escribir el idioma con corrección y seguridad
 _____ Leer y traducir con precisión el material escrito en Inglés, de manera comprensiva analítica y crítica.
 _____ Leer comprensivamente con el fin de captar el sentido general de un texto y extraer la información específica.

Otros ¿Cuáles? _____

MEJORAMIENTO ACADEMICO

10. ¿Practica usted la lengua extranjera? SI___ NO___ ¿En qué forma?

11. ¿Ha presentado usted alguna vez algún examen de inglés, para medir su nivel de competencia en lengua extranjera?

SI___ NO___ ¿Cuál o Cuáles?

NOMBRE	AÑO	PUNTAJE
_____	_____	_____
_____	_____	_____
_____	_____	_____

12. Cómo considera su nivel de Inglés en este momento?

Bajo _____ Bueno _____
 Regular _____ Excelente _____

Agradecemos de antemano su colaboración y su autorización para ser participante en el proyecto

16.1.2. APPENDIX 3

INTERVIEW **PROTOCOLO DE ENTREVISTA**

El propósito de esta entrevista es recoger información acerca de las experiencias de la Enseñanza del inglés dentro de su Institución. Este es un instrumento de recopilación de información para el trabajo de investigación: Estado del arte de la Enseñanza del Inglés en Colegios Públicos de Risaralda

Apreciamos su colaboración en este ejercicio. Si en cualquier momento usted siente que tiene alguna duda acerca de las preguntas, por favor no se abstenga de preguntar. Estaremos encantados de aclarar cualquier duda que usted pueda tener.

1. Nos gustaría que nos contara acerca de la clase de inglés correspondiente a su grado.
 - ¿Describa una clase de inglés de su grado? O ¿cuál sería el orden
 - ¿Cuáles son los recursos usados en clase?

2. Recordando el trabajo realizado por los docentes en las clases de inglés, describamos algunos aspectos de las prácticas (no es evaluarlos, es que me describas sus cualidades y aspectos por mejorar)
 - ¿Cuales crees que son las mayores cualidades de la clase?
 - ¿qué aspectos mejoraría de la clase?
 - ¿Qué sugerencias le haría a la clase?

3. Hablemos de su aprendizaje del inglés
 - ¿Cuál es la lengua usada en clase?
 - ¿Cómo piensa que es su conocimiento del inglés?
 - ¿Cómo referencia su conocimiento, dónde la usa?
 - ¿Cómo práctica el inglés? Usa lo visto en clase?